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Torch: The Civil Rights Team Project Newsletter

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## Torch (October 2009)

Brandon Baldwin

Civil Rights Team Project

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# THE TORCH

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How big do you think a postage stamp is? It's probably somewhere around one square inch, but whatever the actual size, it belies the importance of what's depicted on the face. Postage stamps have been used to celebrate, honor, educate, and entertain. Who and what we put on our postage stamps tells us something about who we are, as individuals and as America.

In the span of just one week, a postage stamp offered two powerful reminders for why we do what we do. The first reminder came in the form of a chain e-mail. It was a response to the US Postal Service reissuing a stamp to commemorate the Muslim holiday of Eid. The e-mail urged all patriotic Americans to boycott the stamp, since Muslims were directly responsible for a long list of terrorist attacks against America.

What a disgusting e-mail, fueled by fear and ignorance. But what an important reminder on why it's so important that we work to educate youth about the impact of hurtful stereotypes.

Fast-forward one week. Thom and I received an invitation to attend an Eid celebration at Bates College. The annual Eid ul-Fitr celebration is one of the most important Muslim holy days, bringing an end to the month-long fasting for Ramadan. As you could probably imagine, food is featured prominently.

But the celebration went way beyond religion, and way beyond food. It was an opportunity for different peoples to share in something. We heard students from Pakistan, Somalia, Bangladesh, Afghanistan, the Sudan, and Saudi Arabia express what Eid means to them. We saw yamakass, burkas, henna, suits and ties, flip-flops, and saris.

Thom and I marveled at what was right here in Maine. The Eid celebration looked like those carefully composed photographs you see promoting diversity: it really was a true mix of people of all ages, races, religions, and experiences, mingling together for the simple sake of exchange.

On our way out we became engaged in conversation with Reza Jalali, head of multicultural affairs at USM and an organizer of the event. He warmly thanked us for attending and spoke of the importance of such events in offering educational



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opportunities to outsiders. I thought of how incredible it was that Maine's Muslim community would open its doors and invite us inside for such a special occasion. My eyes couldn't help but wander to the pin on Reza's lapel; it was the stamp.

There it was again, but in this light, it offered hope. One week earlier it symbolized how far we have to go, but here, it signaled the path for getting there.

Brandon Baldwin – Newsletter Editor

Here's what you can look forward to in this month's *Torch*:

**Civil Rights Teams in Action:** Find out how Jay Elementary School's civil rights team has its finger on the pulse of the school's climate and encourages students to engage in positive peer to peer interactions.

**Activity Ideas:** One Eid stamp creates a hateful chain e-mail. See what your students think about the stamp and the e-mail.

**Pop Culture Winners and Losers:** GQ comments on racism in America in the Obama era, Madonna gets booed for commenting on prejudice, and a ridiculous Halloween costume.

**FA Issues:** Those first few months of school can be tough. We look at the best ways to get your civil rights team started.

**Relevant Resources:** An old form of media experiences rebirth online, as radio listening resurges with new technology.

**Using Our Website:** Moodle has many underutilized interactive features that we'd love to see you use.

**Upcoming Events:** Student conferences and plenty of other events coming up in October and November!

*This newsletter is written and distributed by the Civil Rights Team Project, a state-wide program under the auspices of the Maine Office of the Attorney General. The mission of the Civil Rights Team Project is to increase the safety of high school, middle school and elementary school students and to reduce the incidence of bias-motivated harassment and violence in schools.*

**Janet T. Mills—Attorney General**

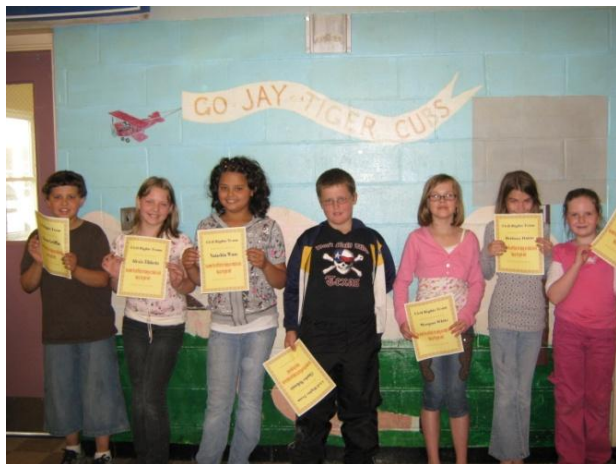
**Thomas A. Harnett—Director, Civil Rights Education & Enforcement Unit**

**Debi Lettre—Civil Rights Project Administrator**

**Brandon Baldwin—Schools/Curriculum Coordinator**



## Jay Elementary School's Box Project



Jay students receive recognition for positive behaviors.



A student shows how to use one of the boxes.

How do you know what's really going on in your school? In our staff trainings we like to highlight the idea that there are really two different schools in your building: one where the adults are looking and one where they're not.

Jay Elementary School has a simple system that helps shed some light on what's happening when the adults aren't looking. Last year, the civil rights team introduced "Buddy or Bully Boxes" as a way to gather information about peer to peer interactions. The boxes are a place for students to confidentially submit information about students treating each other positively (as buddies) or negatively (as bullies). The boxes are located in the school library, computer lab, office, and classrooms. They offer all students the opportunity to discreetly submit information for guidance and administrative review.

The civil rights team took an active role in introducing the system, decorating the boxes, distributing them around the school, introducing the system through classroom visits, and periodically collecting the submissions. Specific information is reviewed by Jennifer Stone, the school's counselor and civil rights team advisor, and Chris Hollingsworth, the school's principal.

And how successful was this project? Consider this: in the first month, the team collected almost 250 submissions!

One aspect of this project that deserves specific mention is the importance of recognizing positive student interactions. Part of the original intention for including the "Buddy" part of the system was to offer a shield for anyone submitting a paper to one of the boxes; it doesn't necessarily signal that the student is having a problem with



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someone. The varied locations of the boxes offer a similar cover. Students can submit information privately, and since they don't have to attach their name to submissions, anonymously, too.

But the "Buddy" part of the boxes became a big hit. In the first month, almost 200 of the 250 submissions were for positive student behaviors. The principal made special efforts to recognize the behaviors of ten students from the "Buddy" submissions at monthly assemblies. Jennifer reports that over time, "we found students were working harder to get their names in the boxes for buddy behavior rather than bully behavior."

Students became active in changing the school's climate. And it was a system of decorated shoe boxes and slips of paper that did it.

This is a project you and your team can replicate in your school. Based on the age of your students, you may want to make some modifications. But the basic ideas are applicable with any age level:

- It's a great idea to have a system where students can anonymously report issues and problems to the civil rights team and/or administration. It helps you identify what's happening in your school.
- This is a way to invest students in the school; it gives students a voice.
- Recognizing positive peer to peer behaviors is important. We spend a lot of time dwelling on the negative, but highlighting what we want from our students is another way to help change the school's climate.

We encourage you and your team to imitate or take inspiration from the "Buddy or Bully Boxes" at Jay Elementary School. Thanks to FA's Jennifer Stone and James Remington, Chris Hollingsworth, and of course, the Jay Elementary civil rights team!



## Activity Idea: Stamp of Approval?

The US Post Office recently re-issued a stamp commemorating the Muslim holiday of Eid. In response, an e-mail has circulated encouraging patriotic Americans to boycott the stamp. This activity asks students to think about the stamp and the e-mail.

Begin the activity with the following questions:

**Does it matter who or what appears on postal stamps? How do we choose what goes on our stamps?**

They will probably wonder what this has to do with civil rights. That's OK. It will all make sense soon enough.

Have students read the e-mail (on page 7) and answer the following questions:

**What's wrong with this e-mail?**

After they give their responses, share the following facts:

- The Eid stamp is part of a "Holiday Celebrations" series that also includes stamps commemorating Christmas, Hanukkah, and Kwanzaa.
- The Eid stamp was originally issued in August of 2001.
- There are approximately one billion Muslims in the world today.
- The US government estimates that there are seven million Muslims in America.
- The single worst act of terrorism against the United States before the attacks on 9/11 was the Oklahoma City bombing by Timothy McVeigh, a white Christian.
- Money from sales of the stamp go directly to the US Post Office.

This should generate more discussion of what's wrong with the e-mail.

And for the record, here's what's wrong with it:

- Assumes Muslims are terrorists.
- Assumes that Muslims can't be patriotic Americans.
- Ignores that the stamp was originally issued in 2001 under President Bush.
- Doesn't directly say it, but plays into the "Obama is Muslim" myth.
- The boycott is silly. Muslims aren't behind the stamp: the US Post Office is.
- Muslims aren't getting a Christmas stamp. Eid is not some version of Christmas.

This would also be a great time to show the photograph of a mother mourning the death of her son, an American soldier who is also Muslim, which originally appeared in the



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*New York Times Magazine* last year, and was also featured in the January 2009 edition of *The Torch*.



If they study the image carefully, they should be able to figure out that Kareem Rashad Sultan Khan was a highly decorated American soldier who happened to be Muslim.

Discuss how this picture relates to the e-mail.

Some finishing questions to consider:

**What positive effects can come from the US Post Office issuing this stamp?**

**What would you do if you received this forwarded e-mail from a friend?**

**Who or what would you like to see depicted on a stamp? How come?**





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Subject: UNBELIEVABLE!!!!



USPS New 42-Cent Stamp!!! Celebrates a Muslim holiday.

If there is only ONE thing you forward today... let it be this!

REMEMBER the MUSLIM bombing of Pan Am Flight 103!  
REMEMBER the MUSLIM bombing of the World Trade Center in 1993!  
REMEMBER the MUSLIM bombing of the Marine Barracks in Lebanon!  
REMEMBER the MUSLIM bombing of the military Barracks in Saudi Arabia!  
REMEMBER the MUSLIM bombing of the American Embassies in Africa!  
REMEMBER the MUSLIM bombing of the USS COLE!  
REMEMBER the MUSLIM attack on 9/11/2001!

REMEMBER all the AMERICAN lives that were lost in those vicious MUSLIM attacks!

Now President Obama has directed the United States Postal Service to REMEMBER and HONOR the EID MUSLIM holiday season with a new commemorative 42 Cent First Class Holiday Postage Stamp.

REMEMBER to adamantly & vocally BOYCOTT this stamp, when you are purchasing your stamps at the post office.

All you have to say is "No thank you, I do not want that Muslim Stamp on my letters!"

To use this stamp would be a slap in the face to all those AMERICANS who died at the hands of those whom this stamp honors.

REMEMBER ~ Pass this along to every Patriotic AMERICAN that you know and let's get the word out!!!

Here is something to chew on...

They (MUSLIMS) don't even believe in Christ, & they're getting their own Christmas stamp! BUT, don't dare to dream of posting the Ten Commandments on federal property! This is truly UNBELIEVABLE!!!





## Pop Culture Watch: September 2009

**The Pop Culture Watch is where we offer our opinions on what's going on in popular culture from a civil rights perspective!**

A few notes on the Pop Culture Watch:

1. We don't do political commentary. This means that a lot of what falls into the category of current events and news is not covered here.
2. We do media commentary, but only for popular media: not news media. This means we have nothing to offer on the *New York Times* or FOX news.
3. We do pop culture, but we won't do just anything. The tabloid fodder is done to death elsewhere. (And good thing, because this last month gave us Miss California's religious discrimination lawsuit, Chris Brown's apology tour, and Kanye West behaving like a "jackass".)

That said, here's what we thought worthy of commentary for the month of September:



### **GQ Magazine**

The September issue of *GQ* magazine featured something we just don't see too often: a white man willing to speak honestly and openly about race in America. The magazine's editor, Jim Nelson, decided to address the issue in his September letter from the editor:

Remember a long, long time ago - it almost seems like a recession and a half ago - when Barack Obama first came (via Kenya, of course) to power? Remember how certain hope-doped commentators predicted that his election would finally allow Americans to have a frank discussion about race?

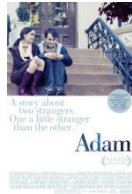
Something different and less hope-inducing has happened. His presidency has allowed us to talk *around* race, to talk about it constantly and subliminal, without ever truly discussing it. And by doing so, we're proving how much distance we have to grow up.



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He then goes on to give specific examples of how America is still obsessed with race, but unwilling to address the topic. It's all very reminiscent of when U.S. Attorney General Eric Holder labeled America "a nation of cowards" for its treatment of race. These refreshingly honest analyses are exactly what we need. We are not a color-blind society, and to pretend otherwise serves only to perpetuate the problems.



## ***Adam* and Asperger's**

*Adam* is a romantic comedy that goes out of its way to portray its title character, a man with Asperger's syndrome, as likeable and human. It's a positive portrayal in that Adam is the male lead and hero in a romantic comedy, and it affirms how people with Asperger's are capable of bonding relationships. The film never stoops to making fun of him or his condition, but gently finds humor in some of the difficulties and nuances of his relationship with a non-Asperger's woman.

The movie has received lukewarm reviews, and has even been criticized for trying too hard to make *Adam* an educational experience, thus over-simplifying the title character. In his salon.com review of the film, Andrew O'Hehir writes:

Autistic and Asperger's characters in movies are only beginning to move beyond the "Sidney Poitier phase," in which members of previously despised or misunderstood minorities are presented as symbols, saints or seers -- whose most important function is to provide other, more relatable and "normal" characters with the opportunity for moral and spiritual growth. African-Americans, gays and American Indians have already enjoyed this dubious cinematic-shaman role, which is undeniably superior to old-fashioned bigotry but a long way short of actual equality.

He may be right. But O'Hehir seems to ignore the fact that Asperger's and autistic audiences are excited about this film. They feel like finally, here's a film that celebrates them for their uniqueness. For that alone, *Adam* gets a thumb up from us.



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## FOX's *Glee*

With each fall launching of new programs, there is the inevitable issue of how major networks avoid casting characters who are anything other than “traditional” white heterosexuals. *Glee* bucks this trend featuring teenagers who are gay, black, Asian, and physically disabled. On some level, the show reflects the reality of our schools.

OK... that's good. Some diversity on the small screen is always welcome. And it's clear that the show has real affection for its characters.

But... the show relies so heavily on stereotypes. Kurt may as well wear a sign saying that he's “The Gay Kid”. When he comes out to his father, his dad isn't surprised, telling him that he's known since Kurt was three years old, when all he wanted for his birthday was “a pair of sensible heels.”

It's early. Perhaps *Glee* can take some time to develop their characters and move them beyond the stereotypes we see so often. As James Poniewozik wrote in his *Time* magazine blog, “having established a world of primary-color stereotypes, it's now [time] to subvert those expectations.”

In other television news about subverting expectations, ABC's new show *Modern Family* features an interracial couple with Ed O'Neil and a gay couple adopting a Vietnamese baby. It's garnering rave reviews...



## Madonna in Romania

This one comes as a real surprise: I never thought I'd be praising Madonna for her civil rights contributions. This is someone who has been known to borrow heavily from other cultures in her genius marketing attempts to redefine herself every x years. Remember how she embraced Kaballah and Jewish mysticism? Remember the Indian



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bindi she sported on her forehead? Remember that kissing session with Britney Spears and Christina Aguilera on the MTV Music Video Awards? Madonna has always toed the very dangerous line of cultural appropriation and the difference between homage/inspiration and insult/exploitation.

But she definitely deserves respect for her recent comments at a concert in Bucharest:

I've never been to Romania before and I am happy to be here. But I found out that there is a lot of discrimination against gypsies in eastern Europe and that makes me very sad, especially because we believe in acceptance: gypsies, homosexuals, people that are different. It makes me very sad. Everyone must be treated the same, don't forget that.

The crowd of 60,000 booed her heartily: they probably didn't want to hear about the longstanding and very real prejudice and discrimination against Europe's Roma population at a pop concert. But you know what? We'll always support those who speak out against bias.



## Women's Eskimo Cutie Costume

This thing stopped me dead in my tracks during a recent visit to Target. Halloween has an unfortunate tendency to bring out our cultural insensitivities. There are certainly other offensive costumes out there, but this one serves as an excellent example of how we can co-opt and commodify a whole culture. Inuit identity and culture: yours in a costume for only \$34.99!

Seriously, who would wear this? And what are the chances that this costume would inevitably lead to jokes about igloos and touching noses? Why not just wear a big sign that says "Hey, Inuits: I don't care about you or your culture unless I can use it to play dress-up!"

And we haven't even mentioned the gender dynamics of this and almost all other female Halloween costumes. Sex sells, even when it becomes totally ridiculous. As Thom said when I showed him this, "Miniskirts are all the rage in sub-freezing climates."

And is she seriously holding a popsicle? Aaaggghhhhhhh!



## FA Issues: How to Start?



One dilemma facing many teams is how to begin your work. There are plenty of reasons not to start major projects just yet. Your team composition could be changing. Your team might be loaded with new members, who barely have an idea of what a civil rights team actually does. You may want to wait until after the fall trainings. You may want to get a feel for the school year before you start in on anything big. Regardless of the actual reasons, it's understandable if you don't quite feel ready for big projects.

And that's OK. This is not said to dissuade you from anything. Your team may be in a unique position and very much ready for the big stuff; in that case, go ahead. But most teams probably aren't there yet, and might be wondering what's best in the beginning.

This really depends on your philosophy. For your first team project, you will probably want to accomplish *at least* one of the following:

### **1. Define your team and what you're about.**

This is a must. Everyone on the team needs to know what a civil rights team does. There may be some temptation for you to do the educating here, but you really want to hear student voices. They need opportunities to lead, and this is a great first opportunity. Let them define the team *with your guidance*.

How do you do this? From the business world we have the mission statement, but you can probably do better. (For several alternatives check out the list poem in the September 2008 *Torch* and the team descriptors activity last month.)



## **2. Announce your presence!**

For the team to be an active presence in the school, they need to be known. The civil rights team should be visible, and that should start early. Students and staff alike should know not only who is on the civil rights team, but what the team does. In the past, teams have gone around to homerooms to introduce themselves, created bulletin boards with individual team member profiles, and sponsored events and activities at early year assemblies.

With students, try to make introductions memorable. If it's somehow paired with an activity and something where students are asked to do something, they'll remember it more. Saying hello is one thing; saying hello and having students actually *do something* will make more of an impression.

Don't forget the staff, either. You need their buy-in, too. Don't assume that they'll automatically support the team, or that they'll pick up on the messages aimed towards students. Your team might want to make special efforts to specifically communicate with staff, either through speaking at a staff meeting, addressing a memo or letter to school staff, or taking time to speak with staff members individually.

## **3. Get your finger on the pulse of the school.**

To address the issues in your school, you need to know what's going on. The whole idea behind the Civil Rights Team Project is that we allow teams autonomy and flexibility to deal with local issues specific to school and community. Find out what's going on in your school.

How do you do this? The simplest way is to ask. Surveys work well, and give you valuable data in identifying and addressing potential problems. Surveys can only tell so much, though. The team may want to gather more in-depth information through interviews, discussion groups, or anonymous writing prompt opportunities. And again, this is another area where you shouldn't neglect staff: they have valuable insights, too.

You can also count on your team members to get out and observe the issues in your school. They can inspect bathrooms for graffiti, listen in hallways during passing periods for name-calling, or report what they see for cliques and groups during lunch or recess. Observation is a powerful and often underutilized tool.

### **These are not exclusive categories!**

Hopefully you can see how easy it might be to create projects that address several of the above recommendations at once. For a team to introduce itself, it needs to get a grip on its own identity first. To gather information, they should probably introduce themselves



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in the process. And the information gathering might be a great way to define the issues that the civil rights team is interested in. Projects can address multiple issues at once.

Whatever you choose to do, though, it's important that the team accomplish something early. You don't want to fall into a rut where you team meets every week but has little to show for it. The most effective way to capture and keep your team's interest is by having them do meaningful work; the earlier, the better.



**What have been some of your best beginning of the year projects that addressed any of the above recommendations?**

Go online to our Moodle site and share some of your great projects from the past, or ideas you have for the future! Go to the FA Issues section, where you can look at last month's topic of increasing male participation in the Project, and weigh in on this month's topic. There will be a poll question and discussion forum, so go contribute at:

[www.civilrightsteams.org](http://www.civilrightsteams.org)

Simply find the area that looks like this:

## FA Issues

The place to go to discuss issues important to faculty advisors...



FA Issues Discussion Forum



Introducing Your Team

Click on either one and make your contribution to the discussions! (And it's not too late to weigh in on the topic of getting male participation in the Civil Rights Team Project, either.)





## Relevant Resources: Turn On the Radio

The radio really has staying power. It's amazing to think that with all the changes we've seen in technology in our lives, the original form of mass media is still with us. Almost 100 years old, the radio still reaches millions and millions of listeners, and has effectively embraced developing technologies to remain relevant in the 21<sup>st</sup> Century. Streaming online audio and podcasts bode well for the future of radio.

But you don't see radio used all that much in education. Focus on technology tends to highlight video and neglect audio. This is unfortunate, as there's some excellent teaching material available in audio format online.

Here we've chosen to focus on three great resources you might want to consider for use with your civil rights teams and beyond. Audio is the ideal format for storytelling, and stories are a powerful teaching tool. We highly recommend that you check out the following resources:

### National Public Radio's "This I Believe"



It's an incredibly simple premise: have Americans from all walks of life share their personal philosophies and core values that guide their daily lives. The results are introspective, intelligent, emotional, and inspiring. Each audio essay, in about four minutes, reveals the individual; taken as a collection, the essays reflect the diversity of America and humanity itself.

The website for "This I Believe" is impressive. Each and every essay they produced is available online in text and audio formats. There's an essay database and browsing feature that allows you to search essays by theme, including civil rights-friendly themes



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like discrimination, equality, and tolerance. There's even a special page for educators that includes a complete curriculum.

The temptation is to provide links for all the wonderful essays available, but we're not going to do that. There are simply too many, and it's hard to say which ones will speak to you. Instead, we recommend that you visit the site and listen to a few. You won't regret it.

Check out the site at:

[www.npr.org/templates/story/story.php?storyId=4538138](http://www.npr.org/templates/story/story.php?storyId=4538138)



This long-running NPR show is another accumulation of stories. Each one-hour episode typically features a prologue and three acts, all related to the week's chosen theme. The acts might include essays, fiction, memoir, interviews, and poetry (as well as musical interludes between the acts). The themes are as varied as "The Cruelty of Children" and "Fear of Sleep".

The site allows you to listen to fifteen years worth of episodes online. Each episode has a 30-second audio preview and a pretty thorough synopsis of the week's theme and each individual act. You can quickly get a sense of what might prove useful for you.

There are lots of episodes to explore. Here's my personal favorite story so far:

Episode 347: Matchmakers (1/9/09), Act Three

I was very tempted to use this at our fall trainings somehow, but couldn't fit it in with what we were doing. It's the story of a young woman who gets a summer job in New York's FAO Schwartz, which has an adoption agency for dolls. She can't help but notice that the white dolls sell out quickly, leaving prospective "parents" with only one option: adopting dolls of color. Hilarious and heartbreaking, this story reveals how ingrained racism really is.



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You can check out all the episodes at:

[www.thisamericanlife.org](http://www.thisamericanlife.org)



The final resource highlights storytelling as a powerful force in reducing prejudice. It's such a simple and effective tool: the telling of stories helps break down barriers and increase understanding. The website features complete lesson plans, but the real prize comes from professional storytellers sharing their cultural experiences. Topics include being Mexican-American, President Obama's campaign speech on race, the American Indian boarding school experience, and Japanese American internment. There are others, and the site seems to get updated frequently.

The stories are downloadable in manageable excerpts, so that you can use pieces of the complete story or the whole thing.

We haven't had time to check out all the stories and accompanying lessons, but a personal favorite is From Flint Michigan to Your Front Door: Tracing the Roots of Racism, by LeRon Williams. It is an excellent introduction to the concept of individual and institutional racism. It certainly doesn't hurt that LeRon tells his story with great humor and force.

This is a great site to share with language arts and social studies teachers. Check out this wonderful teaching tool at:

<http://racebridgesforschools.com>



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**Using Our Website:** [www.civilrightsteams.org](http://www.civilrightsteams.org)

## The Maine Civil Rights Team Project



This month we look at some of the interactive features our Moodle website has to offer. One of the main reasons why we created this online presence was to increase the communication and interaction between faculty advisors across the state. We have not yet seen the level of communication and interaction we envisioned, but we're hopeful for the 2009-2010 school year.

Here we'll highlight some of Moodle's interactive features. We want to get you online and utilizing everything the website has to offer. Here are some features worth highlighting:

### **Poll Questions**

Whenever you see the little icon above, there is a simple and quick question we're asking. Click on it and you'll get a basic survey-style question. You'll have multiple choices for response. Click on your answer, scroll down, click on "Save my choice" and then you can see how others have responded.

This is a way to get a feel for what's going on with other advisors and teams across the state. If people start using it more, we could use these kinds of questions to accumulate information and garner feedback.

### **Discussion Forums**

Poll questions only offer snapshot information. There isn't much depth to it, and limited opportunities for exchange. Discussion forums, however, allow you to give detailed information, ask questions, and interact with each other.

To read or post to a discussion forum, click on the title and you'll get a listing of post topics. Click on the post topic, read what's there, and click on "Reply" in the lower right corner. Check back to see if anyone has responded. You can make multiple postings on the same discussion topic.

To encourage discussion forum postings, we are offering a forum topic each month in connection with issues raised in *The Torch*. We would like to offer more discussion forums that directly address your issues and concerns. These forums allow you to



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interact and exchange ideas with other advisors all around the state. Information, answers, advice, solutions, and support are all out there: we just need to channel it, and these discussion forums are an easy way to do it.

## **Chat Rooms**

You won't see any chat rooms on our website... yet. If we start generating more traffic on the site, and more people utilize the interactive features, we may schedule a few chat rooms. This would be incredibly exciting.

Think about it. We could conduct meetings, conversations, book talks, and anything else we've ever wanted to do, all online. Forget travel and the price of gas: we could connect advisors everywhere simply by announcing a date and time and having you log in. It's not the same as meeting face to face, but we only meet face to face three times a year. The online opportunities are endless.

So... let's get there. It doesn't take much. And as always, if you have any questions about how to use the website (or anything else), please contact me.

## **Upcoming Events:**



### **Faculty Advisor Training Sessions:**

**September 22 in Augusta**

**October 1 in Orono**

**October 5 in Portland**

### **Civil Rights Team Trainings:**

**October 13-14 in Augusta**

**October 19-20 in Portland**

**October 30 in Farmington**

**November 4-5 in Brewer**

**November 10 in Presque Isle**



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## **Now until October 30: *New Mainers* Photography Exhibit**

University of Maine at Augusta, Holocaust Human Rights Center, Michael Klahr Center, open M-F from 8:00-4:30. (There is also a panel presentation at noon on Thursday, October 22<sup>nd</sup>.)

This collection of photography by Jan Pieter van Voorst van Beest captures images of the twenty-five immigrant Mainers profiled in *New Mainers*, a book we featured in last year's spring conference and our June edition of *The Torch*.

For more information or to schedule a school visit e-mail [infohhrc@maine.edu](mailto:infohhrc@maine.edu) or call 621-3530.

## **Now through October: *Charlie Howard 25 Years Later* Exhibit**

Bangor, Eastern Maine Community College, Katahdin Hall library

On July 7, 1984, the openly gay Charlie Howard was thrown from a bridge into the Kenduskeag Stream by a group of local high school students. This exhibit examines his death and the history of anti-gay discrimination and violence here in Maine.

## **October 1-4: Camden International Film Festival**

There are over 50 documentaries in this year's festival, including plenty with civil rights-related themes and topics. In fact, there are too many to highlight here! Get more information by checking the official website:

[www.camdenfilmfest.org](http://www.camdenfilmfest.org)

## **October 13: *Packaging Boyhood* Hits Stores**

A new book by local authors and CRTP friends Lyn Mikel Brown and Mark Tappan on media stereotypes on masculinity. This book follows *Packaging Girlhood*.

Learn more about the book at the official website at <http://packagingboyhood.com>

## **October 14, 20, and 26: Regional MCLU Conferences on Civil Liberties**

Farmington, Belfast, and Portland  
Sponsored by the Maine Civil Liberties Union

For more information contact Brianna Twofoot at [btwofoot@mclu.org](mailto:btwofoot@mclu.org) or 774-5444.



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## **October 22: Teaching and Working in a Diverse World**

University of Maine at Farmington, North Dining Hall, begins at 11:45 am.

UMF hosts a half-day conference with a specific focus on the influence of poverty on in schools, families, and communities. The conference is free and open to the public.

For more information, contact Johanna Prince at [johanna.prince@maine.edu](mailto:johanna.prince@maine.edu) or call 778-7170.

## **October 28 and 29: *The Black Jew Dialogues***

Come and see the big hit from our spring conference as they bring their mix of comedy and social commentary to Maine!

October 28: at Maine Maritime Academy, 7:00 pm

October 29: at Bates College, 7:00 pm

For more information on the show, go to [www.theblackjewdialogues.com](http://www.theblackjewdialogues.com)

## **November 10: National Mix It Up at Lunch Day**

Learn more about this annual event at [www.tolerance.org/teach/mix\\_it\\_up/index.jsp](http://www.tolerance.org/teach/mix_it_up/index.jsp)

## **November 12: *Packaging Boyhood* Discussion**

Portland, Maine Medical Center, Charles A. Dana Center, 7:00-9:00 pm

Colby College professors (and civil rights team FA's!) Lyn Mikel Brown and Mark Tappan will talk about their research and new book *Packaging Boyhood*. They will discuss the surprising ways media and marketers target boys and the impact of this targeting on how boys think, feel and relate to one another and to girls.